**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2** | | | **Date(s)**: August 29, 2012 |
| **Unit Title:**  **Unit 1: A Story to Share** | | | **Corresponding Unit Task: 1 (Story Map)** | | |
| **Essential Question(s):**   * **How does asking and answering questions help me to understand key ideas and details while I read?** * **How do characters develop throughout a story?** * **How do illustrations and words in a text help readers comprehend what they read?** * **How do good writers share their opinion with readers?** * **How do good writers tell the story of someone else’s life?** * **How can a good speaker effectively share a story with an audience.** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Copies of yellow leveled reader 2.1.1 (The New Kid by Eve Beck)** * **Pencils** * **Paper** * **Art Supplies** * **Document camera** * **STORY MAP anchor chart** * **Student copies of story map** * **Story Map Checklist** | | | | * **story** * **plot** * **main events** * **setting** * **characters** * **opinion** * **details** * **relevant information** * **conclusion** * **illustrations** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   Independent | **Reading**  **Standards:**  **RL.2.1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.**  **RL.2.3 – Describe how characters in a story respond to major events and challenges.**  **RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **I Can Statement(s):**   * **I can identify all the elements of a story.** * **I can accurately describe my Story Map.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan:**   * **Distribute copies of The New Kid by Eve Beck (on-level yellow reader 2.1) and read aloud as students follow along.** * **Students work in groups to complete a story map (referring to the anchor chart completed yesterday for Iris and Walter).** * **Remind them to look at the Story Map Checklist (on document camera) to ensure that they have met all the requirements with their group.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   Shared   * Guided Practice   Independent | **Speaking & Listening**  **Standards:**  **SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions.** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about topics and texts under discussion.**   **I Can Statement(s):**   * **I can identify the challenges and events that effect the characters and their actions.** * **I can understand the character’s problem and identify the solution.**   **Instructional Plan:**   * **Students work together to complete a story map for The New Kid.** * **Students share their group’s story map with the class.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Writing**  **Standards:**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing.**  **I Can Statement(s):**   * **I can demonstrate my understanding of character, setting, and plot.**   **Instructional Plan:**   * **Model character problem/solution activity below.** * **Fold a piece of paper in half. On one side, write the PROBLEM the character had to solve. On the other half of the paper, write the SOLUTION to the problem. Illustrate. [assess student sentence structure].** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; sharing problem/solution activity.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore various reading genres using the classroom library. (Establish routines.)** | | **Small group work and partner work to assist students with story map completion and problem/solution activity.** | | | **Story Map anchor chart will be posted as a visual reminder.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Informal assessment of group work (conversation/discussion and story map) and problem/solution charts. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*